

# CAMPING

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The Official Journal of the Camp Directors Association

VOL. II - NO. 11

- CAMBRIDGE - MASSACHUSETTS -

November 1927

## THE CAMP AND THE SCHOOL

By HOPE FISHER

It was not until your editors asked me to write about the coöperation of the Bancroft School with the summer camp that I realized we were directly coöperating. And it was not until I sat down to write, that possibilities of mutual coöperation stirred my imagination.

For years the private school of this country has faced, during the long summer vacation, a serious break in its influence upon the student. Generally the summer brought rich compensations, but usually the school acknowledged the break by at least lists of books recommended for reading. And that there was a tremendous gap to be filled is proved by the overwhelming success of the summer camp. For many reasons it is better that there should be the school plus the camp rather than the continuous school. A re-sorting of personalities is better for everyone. But it would be finer still, I believe, if the school and the camp coördinated their aims and pooled their results, instead of acting independently. I feel sure that each organization would profit by a more accurate knowledge of the other and that the object acted upon — the child — would profit most of all.

I should like to offer one or two suggestions, strictly from my own point of view. And to explain that point of view I shall stop for one brief picture of our school, with certain points at which its activities and those of the camp coincide.

In common with other progressive communities the Bancroft School is much concerned with the integrity of the individual. We keep a careful record of his health; we test his abilities; we watch his reactions in a group, his powers of concentration, his general development. We remodel our curriculum to fit his present needs; we plan his program to prepare him for his later career. We have a wide variety of sports from which he may choose what he likes best, and many different extra-curriculum activities, in one of which he is sure to find the inspiration for the development of his own particular hobby. As the personnel of the student body and faculty changes, we add to and subtract from these projects, so that only those of vital interest remain.

We are anxious that every pupil find himself as an individual. We are also concerned that he shall react creatively to his experience. His progress is measured not only by what he knows but by what he does, especially of his own accord in leisure time. It seems important that he learn

to think, to feel, and to express himself effectively.

To this end we encourage constant transmutation of the content of school subjects — particularly history, English, and science — into paint and clay and wood, plays and dances. We turn so much of what we learn into action or into created things, that the students come to analyze and visualize as they study and are not content until they are allowed to formulate their conceptions. The habit persists in the Upper School, and college preparatory classes often present their special topics in widely different mediums. Last year the girls wrote and acted two short Latin plays, as well as ones in English. Altogether as an organization we are spontaneously and habitually expressive.

Finally, in order that we may share our experiences, we have an assembling twice a year of our most interesting and finished achievements. In June there is an exhibition of the work of the school year; in October, of the products of the summer vacation. Then the best of both go as loan exhibits or as part of the permanent collections into the school museum.

With other schools we share the spirit given by the camps to the boys and girls in their sports and group organizations. With other schools we share their increased skills. But we have perhaps an unusual opportunity to note certain aspects of camp life as we assemble the material for our fall exhibition.

Our October program includes a report of summer reading, prize speaking of poems chosen from those that are learned during the summer, and an exhibition of summer work. This year we added to our program by introducing a group of charming dances learned in camp, and I hope that hereafter we may include representative glimpses from different camps.

A comparison of the work done at home and at camp brings out certain facts this year. Most of the poems were learned at home and the best reading was done there. Next summer we shall try to see that each of our students starts off with his or her own books as well as with a reading list. Then we shall be grateful for any inspiration the counselors may give to good reading during the rest hours.

Our exhibition is an old institution, born before the day of the summer camp, and has always consisted of nature collections which were the outgrowth of vivid science study in the classroom. This year one fine collection of minerals from Yellow-

stone Park was made by a girl in a western camp; one excellent sea collection was brought back from a camp in Maine. But with these two exceptions none of the nature study was done in camp, the Trustees' Prize going to a girl who had worked independently — collecting, carefully mounting, and classifying eighty-nine different insects. Would it be possible to include in the régime of other camps help for young naturalists who are interested in making collections?

This year we added to our traditional exhibition by encouraging the students to bring anything on which they had been working during the summer. As a consequence we had everything from lampshades to a book of original verse.

In the handcraft sections the most original exhibits — two miniature stages — were made at home. But most of the lovely exhibits and by far the best craftsmanship came from the camps. With my bias I am, of course, wondering whether it would be possible to give the same training in technique while encouraging greater originality.

I am, as you see, by instinct and training, frankly prejudiced in favor of education which takes very much into account the personalities with which it is dealing. Perhaps that is why I cannot help feeling that both the camp director and the school director would benefit by an interchange of data regarding the children under their supervision. I should like to know the experience of counselors with my students, and — though one naturally shudders at further records of any kind — I shall be glad to give information to the camps. I am sure that all of us would welcome suggestions looking toward further coöperation, for after all it is the whole child who must be considered.

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I know not where the white road runs, nor what the blue hills are,  
But man can have the sun for friend, and for his guide a star;  
And there's no end of voyaging when once the voice is heard,  
For the river calls and the road calls, and oh, the call of a bird!  
Yonder the long horizon lies, and there by night and day  
The old ships draw to home again, the young ships sail away;  
And come I may, but go I must, and if men ask you why,  
You may put the blame on the stars and the sun and the white road and the sky!

## CAMPING

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## EDITORIALS

## CAMPERS IN SCHOOL

Now that the leaves have fallen from the trees and the children are joyously scuffling through them on their way to school thoughtful camp directors are interested in comparing notes with teachers and schools that have taken over their charges.

*Camping* feels that its readers will be particularly interested this month in the article written by Miss Hope Fisher, Principal of the Bancroft School in Worcester. Miss Fisher is a leading exponent of the theory and practice of closer coöperation between school and camp.

The parent's point of view in the correlation of camp, school, and home relationships is delightfully set forth in this issue through the article by Cornelia Stratton Parker. Mrs. Parker is, perhaps, equally well known as educator, writer, traveler and lecturer, and a contribution from her is well worth the close attention of our readers.

## STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of *Camping*, published monthly at Boston, Massachusetts, for October 1, 1927. State of Massachusetts, County of Middlesex.

Before me, a notary public in and for the State and county aforesaid, personally appeared Lawrence Durborow, who, having been duly sworn according to law, deposes and says that he is the business manager of *Camping* and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

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LAWRENCE DURBOROW

Sworn to and subscribed the 16th day of September, 1927.

## MORE CAMPS HEARD FROM AS TO THEIR EXPERIENCES IN 1927

Generous — and belated — contributions to *Camping's* symposium on "The Season in Retrospect" are acknowledged by the editor with thanks and printed below.

## RIDING AT IDYLE WYLD

After much serious thought, we introduced riding into camp two years ago. Six horses were shipped from a well-recommended riding academy together with a riding master who knew these horses.

We were so satisfied with the attempt that we added a large riding ring, 200 by 100 feet, to our equipment this year, a mile of bridle path to our two miles of camp roads and two extra horses. Since we allow girls to specialize in riding as in other activities, when they wish, we find these will not be enough for the future so shall have ten horses next year and two more miles of bridle path. In this way — aside from our overnight and four-day riding trips — campers need never be on public highways.

Originally we were not in favor of riding here, since we offer long camping trips which keep girls who wish on trips from four to twenty days a season. Thus it may interest some to read one of our leading points in continuing with it.

(Continued on page 7)



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## THE RETROSPECT OF A CAMP PARENT

By CORNELIA STRATTON PARKER

No parent can write intimately about a properly run camp, no one would allow her to stay around it long enough to obtain anything but a superficial estimate of what camp life means. In the days and weeks following the close of camp she listens to that never-ending ecstatic account of "You know one day at camp..." She senses that new and strange relief at the realization that two brothers fail longer to find their years-long fault with the manner of any and all physical activities indulged in by a young female person. "Where did she learn to swim like that? At that camp?" "Come out of that canoe, you can't paddle! Say, Mother, watch her paddle! Where did she learn to paddle like that?" She observes the intangible attitudes toward this and that which show the spiritual value of a summer camp.

And we add all together and have no single item for the debit side. I expressed my faith and enthusiasm when I told the camp director that if it came to the point where I could not keep up both my life insurance premiums and afford her summer camp, I should not hesitate to let the life insurance go, feeling the child was storing up something of more value with the years than money which might be necessary to her future education.

I would speak of a few phases of the parental attitude toward summer camp, though every camp director and counselor may be fully aware of such remarks as I make.

One inevitable value of the summer camp is that it separates parent and child — gives each a freshened attitude to the complex job of being a parent and being a son or daughter. In one breath I would say, the nearer a child comes to being an only child, the more necessary the summer camp. In the next breath I would add, it is sometimes as necessary for children to be separated from brothers and sisters as from parents. Certainly eight weeks is not too long a time to give everyone a change from everyone else where possible.

While mere separation of parent and child for eight weeks has distinct advantages, it is not long enough. A parent wants to feel that the child in the necessary shift of influence and responsibility comes under the control of a person as wise or wiser than the parent — wiser certainly in the understanding of plural children, probably wiser in the handling of her singular child. A child's life at camp is integrated in a high degree, giving those in control a far broader understanding of character than the average parent possesses, minus too that ever-present subjective parental attitude, handicapping always their handling of children's problems.

The very integration of camp life makes for that highly educational group activity and control to a degree which no parent can furnish, nor is any parent substitute for a summer outside camp life able to do any better.

Looking back over my own youthful California summers, I have a tinge of regret that, on the whole, camp life means segregation, no tumbling and tearing and climbing about of boys and girls in a grand mixture, making for an added degree of sturdiness, physical and psychological, on the part of the girls concerned at least. But the very segregation in separate camps has certain advantages which could be made much more of. Consider, for instance, camp clothing.


The initial outlay for camp supplies seems appalling to one who must reckon carefully to afford camp at all. Especially to a far westerner, brought up to wear overalls and look something like a female Huckleberry Finn in the summer, four of this and three of that and exactly this to ride in, exactly that to swim in — I was rebellious. The bill paid, a visit to camp was made. I was entirely converted to the high aesthetic value of an attractive camp uniform. When the uniform, however, is unattractive to begin with, as in some other camps I glimpsed, what an agony to see them in dozens! Personally, I pray and pine for a camp equipment consisting of little else than three bathing suits, and it is so feasible in segregated camps! Indeed my absolute ideal would be what will exist in those admirable Scandinavian lands once they have summer camps: for swimming, no bathing suits at all. My three bathing suits, of the most porous material practical, would be for land wear only. Fortunately, I chose a camp for my daughter where bathing suits came to be worn by some girls as a regular day time costume.

A problem I, as parent, handed over to a summer camp was that of the child's spiritual attitude toward the out-of-doors, I mean here, mainly, the result of group service. I consider my daughter's familiarity with *Services for the Open* one of the assets of the summer. Her particular reaction, much as she loved the book and its services, was that any service every day made one tired of it. In a camp of wide age difference, it is difficult to find a service which appeals at the same time as dignified and justifiable to an eighteen-year-old, and understandable in any details to a girl of ten or eleven. And yet to break up the camp into groups for service would rob it of its greatest value.

To turn over a child to a camp at the beginning of summer who was clumsy and lacking confidence in the water and get her back joyously amphibian is of itself enough to gladden any parent's heart. The physical robustness gained through a summer through this and that activity are axiomatic of wise camp life.

Add to the satisfaction of the parent in physical advance, that still greater satisfaction because of a certain added spiritual robustness, an honesty of approach to problems raised by nature and the individual. No transformations in eight weeks, no miracles. We chose an experience for a daughter which was "all to the good."


February forms close Dec. 2



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## NOTICE

The Mid-West Section is planning to hold its first meeting of the year on Dec. 2 and 3 in Chicago. Further details will be given later.



# CAMPING'S RECOMMENDED DEALERS

*A Classified Directory of Advertisers of Interest to the Organized Summer Camp. Camp Directors are urged to write these dealers for catalogs and prices when buying supplies*

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## NEW ENGLAND SECTION OF CAMP DIRECTORS MEETS AT CAMP MOWGLIS

It is too bad that more of our camp directors of the New England Section of our Association could not have enjoyed the get-together at Camp Mowglis, at Newfound Lake, New Hampshire, on September 16-18.

When Col. Elwell our host, and his assistant, Mrs. James as hostess, welcomed us at the Jungle House, we felt at home at once, and from that minute enjoyed Mowglis and our friends whom we found there.

Some directors arrived Friday night, and the rest (numbering about twenty in all) during the day Saturday, and almost everyone stayed until Sunday afternoon.

On Saturday we had the pleasure of visiting Camp Pasquaney, also Onaway on the site of Red Croft, which was the first girls' camp. Mrs. Hollister, the director, was there to make us most welcome.

In the late afternoon we returned to Mowglis, where we enjoyed a steak fry and corn roast, after which we adjourned to the lodge where we enjoyed motion pictures from Camp Kehonka, Mowglis, Idlewild, and Teela-Wooket. Pop corn was passed during the pictures.

Col. Elwell had told us Saturday night that if Sunday was a good day we were invited to take a motor boat trip on the lake. Sunday morning we awakened to find a perfect day, and our trip around the lake was beautiful.

Sunday afternoon Col. Elwell showed us around Mowglis, and then the meeting broke up about four o'clock.

This kind of get-together is very valuable, no formality to hinder perfect freedom of discussion, and a fine feeling of fellowship.

Thank you Col. Elwell, for your kind hospitality.

FLORENCE HAYDEN ROYS

Secretary

## NEW YORK SECTION MEETING

The first meeting of the year was held October 15 at the Faculty Club, Columbia University. Mr. F. S. Guggenheimer, the new president, opened the meeting *promptly* at 8.15 P.M. Note the italicized word. It is hoped that a strong precedent has now been established that no member will have courage to break. Mr. Guggenheimer remarked in his address to the group that the aim of the meetings during the year was to build up a strong organization for the mutual benefit of the directors — an organization through which they could present their point of view of camping to the public as well as to one another: since the camp movement was educational it was only fitting that it should be identified with Columbia University and that it was a real pleasure to once more accept its hospitality for gatherings. Mr. Guggenheimer then outlined the plans for the winter. Meetings will be held on Decem-

ber 10, February 11, April 14 at the Faculty Club, Columbia University. At these dates various aspects of the modern camp will be discussed. The best speakers procurable, who are experts in the educational field, will be invited to make addresses, which will be followed by open discussions. On the alternate months gatherings of two groups will be held — one group under the leadership of Dr. Paul Kyle will be composed only of men, while the other with Miss Agatha Deming at the helm will be composed of women. It is felt that at these forum meetings there will be a more efficient exchange of ideas.

Dean Hawkes of Columbia University was the speaker of the evening and took as his subject "Educational Phase of Camp." His remarks, in part, are as follows:

I would like to emphasize what your president has said about the appropriateness of your meeting here at Columbia. We are all engaged in practically the same kind of work — the work of making our boys and girls the kind of men and women we want them to become. I am sure you will always be welcome here and be made to feel, just as far as we can do so, that it is your home.

Dealing with our boys and girls is an exceedingly complicated matter and no one knows it better than you. The whole point of view they seem to have nowadays involves a change of attitude in the way of handling them.

As I have gone along in this educational experience of dealing with young men, it has seemed to me with increasing vividness that education is not a general procedure. It consists of a lot of specific proceedings. There isn't any one thing that makes the difference between the person with education and culture and the one without. We used to say one with culture must know his classics. But not so today. Nor does mathematics make all the difference. Who would say that Beethoven was not a cultured person? Yet he found difficulty in dividing 348 by 2. Even spelling isn't a certain index of culture. There isn't any one thing that makes the difference between the cultured and the uncultured. But each one has to do the thing that is his job; to polish the side he sees and let someone else polish the other sides with the hope and expectation that the whole thing will give us a finished product that is, in the best sense, cultured.

Just where does a summer camp come in, in this point of view? Although I have never attended a camp, I know two very important aspects of camp life — the physical and character side.

I won't say anything about the physical end of it. All the qualities of self-control, etc. that go with a healthy body are the finest one can have.

The character side is an aspect of this whole thing that I want to say a word or two about. I think it is perhaps the more important aspect and the one which of late has had some attempt at scientific

analysis. Many of the questionnaires on character building which you may have seen are not scientific and are not worked out on a sound basis. But certain scientific work has been done of late which is good. It all tends to substantiate the remarks I made at first that the whole thing, so far as character, etc. is concerned, is specific rather than general. There is no such thing as a man of good character all the way through. Use a little introspection and judge for yourself. Every one has his weak spots although luckily they may not shine. There isn't any such thing as a man of good character in every respect, nor a man of bad character in every respect. The scientific work done in this field is very absorbing. It is being done largely by Dr. May of Yale and Professor Hartshorn of Teachers College. They have carried out experiments on thousands and thousands of children and adolescents. In each case the children being examined did not realize that the test had to do with honesty. For example, the examiners will give an arithmetic test and when completed give the answers to the questions, letting the children correct their own papers. Then at a later date they will give the same children a test equally difficult, the examiner correcting the papers. There is a perfectly obvious conclusion that a certain percentage of those children are not quite on the level. In no case are the children led to temptation but simply observed. In some schools ninety per cent are on the level; in some cases the percentage is high, depending on many factors. There are many different types of experiments carried out in many different parts of the country, in different types of schools, different nationalities, different social strata, etc. No absolute conclusions can be reached from these studies but one can state the results that were reached by these studies and watch further investigations to see if they check. The result of it all was that there was no possible connection between the group of people who would cheat in one respect and those who would cheat in another. In schools where teachers had developed a high morale for examinations, the percentages were high on one score and low on others. It turned out that the most important *one* element in obtaining good results was the home. In developing and fixing qualities of integrity, the home was very much more important than the school. The result of it all was very startling to me. I had always felt that integrity was something that one either had or didn't have. No one is entirely honest in every instance; most are fairly decent and nobody is absolutely devoid of honesty.

When I realized this phase of the result of the investigation, I searched my own conscience and recalled very clearly the time when as a boy I wanted a baseball very, very badly and took the money from my brother's pocket for that baseball. News of this new baseball reached my mother and well do I remember her way of

(Continued on page 8)



## BOOK REVIEW

*Making Rainy Days Attractive.* By H. W. GIBSON. Monthly Library on Camping, Vol. V. The Gibson Publications, Watertown, Mass. Subscription price, 12 vols. \$5.00, single vol. 65c.

Editor Gibson is warming up. Volume V is a concentrated editorial creation. It has taken lots of selective headwork to eliminate so much for us from the padded "what-to-do" books and present a compact little volume of savings against the proverbial and inevitable rainy day at camp. The editor's foreword starts us off in trim for all that follows. One wishes he had said a little more about Hanford Burr's admirable and really inspiring set of stories, *Around the Fire*. In fact, if one gets Burr's stories and can retell them, and then get the boys to dramatize them along the lines suggested in "The Finding of Wakonda" (pages 48-54 of Vol. V here considered), a dozen rainy days can be made indelibly memorable to both boys and girls.

And Dorothy Ann Baldwin's "The Rainy Day Woods," reprinted for us again, is a hearty brief for days at camp which, though sunless and cold, can bring unrivaled beauties to all who have eyes to see. In fact my only negative reaction to Volume V is that it presents so many attractive indoor activities that I fear some of us may be tempted to keep the boys happy indoors when they ought to be out in the woods, or climbing a mountain, or canoeing on the lake. The parents of one of my camp boys last summer were pleasantly astonished when, expecting to find our lodge crowded full of restless kids on a stormy afternoon, discovered six only, and their own son conspicuously absent. Boys and girls can hug radiators indoors all winter. Camp gives them the rare opportunity to know the joys of living out in a thunder shower and see woods and mountains through a veil of rain drops. How can they ever have a friendly feeling for Whistler or Hiroshige if they don't?

However, we do want games and stunts for rainy days, dances (and there is music, as well as directions, in Volume V), stories, rainy day lore and suggestions various to refer to when we are suddenly driven indoors, so here is one director's hearty welcome to *Making Rainy Days Attractive*. While it seems to be a reviewer's duty to find fault if he can, as well as to discover virtues, for this time we shall only hope that the editor will keep up the fast pace he sets for condensation of helpful practicalities through the remaining volumes of this serial contribution to camp literature.

A. E. H.

## THE SINGING SPIRIT

A singing camp is a happy camp, for singing and camping somehow seem to be synonymous. "A writer, after visiting a number of camps for girls," says Anna Worthington Coale of Camp Tahoma, "discovered, after following campers through the camp day, that singing was the very air they breathed. Every experience or phase of camp life called for a song. Was

## THE MAIL SACK

Below is a letter received recently from Miss Frieda Close, secretary to the Education Committee of the English-Speaking Union, whose president is the Earl of Balfour, K. G., and whose chairman is the Marquess of Reading, G. C. B.

Dartmouth House  
London, W. I.  
October 18, 1927

Dear Miss Mattoon:

I have just heard from Miss Olive Wright what a delightful summer she has spent visiting camps under the direction of your Association. She tells me she feels she cannot do enough to thank you all for the trouble you took to make her visit so interesting and for the courtesy and hospitality she received from all sides.

I feel I must write, on behalf of the Education Committee, to thank the Camp Directors Association for their kindness in receiving an English teacher as their guest again this year.

If I can, in return, in any way help members of your Association who may be visiting Europe I do hope you will just let me know.

Believe me,

Yours sincerely,

FRIEDA CLOSE

Secretary to the  
Education Committee

## A LETTER

October 30, 1927

*Camping*  
Cambridge, Mass.  
Gentlemen:

Will you be so kind as to run the following announcement in the next number of *Camping*. I would appreciate this very much indeed.

A new publication, announced by Mr. Ben Solomon, upon the "temporary suspension" of *Camp News*, has appeared on the market. A notice, I believe, was sent to members of the C. D. A. stating that I was one of the Associate Editors of *Camper and Hiker*. While wishing any new journal devoted to camping the highest success in our best sense of that term, and complimented though I feel in being requested, after publication of the fact, to become an editor, I must take this occasion, through courtesy of *Camping*, to state that I do not consider myself a member of the staff of *Camper and Hiker*.

A. E. HAMILTON

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## QUESTIONS AND ANSWERS

By LAURA I. MATTOON Secretary, Camp Directors Association

In this column will be given attention to any question that proves troublesome to a camp director. All directors are requested to send in questions. Furthermore, whenever you have an idea regarding a question appearing in one issue, jot down your idea or expert advice and send it to *Camping* for publication in the next issue. For each question as many worthwhile answers or solutions to problems will be published as space will permit.

## Procedure:

1. Each month on receipt of *Camping* turn at once to "Questions and Answers."
2. Read same.
3. Think hard and write. Pencil reply is acceptable.
4. Mail question or reply to  
Questions and Answers  
Cosmos Press  
Cambridge 38, Mass.
5. Having accomplished 1, 2, 3, 4, you may read the rest of the paper.

## QUESTIONS

What do you consider the respective benefits of a summer of travel and another consecutive summer at camp for a fourteen-year-old girl already well acquainted with camp life and its activities?

For the city girl in normal health, the sudden change from her sheltered indoor life to sleeping in tents and being out of doors in all kinds of weather seems a desirable one. What provisions, however, does the camp offer the frail girl in this sudden adjustment of outdoor living?

Are children with noticeable physical, social or character defects desirable members of a camp community?

*Editor's note.* We are glad to institute Miss Mattoon as a regular columnist of *Camping*.

## NEWS OF THE CAMP WORLD THROUGH THE RECEIVING STATION CDA

Miss Ethel J. McCoy, director of *Camp Junaluska*, Lake Junaluska, North Carolina, is at present in Europe with the Junaluska Travel Club. They will have an extensive trip through Europe — a Mediterranean cruise and a visit to Palestine and Egypt — returning the last of January. Christmas eve will be spent in Bethlehem, where they will attend the service in the Church of the Nativity.

ARLENE MCKEE, Assistant Director  
*Camp Junaluska*

It is with the deepest sorrow that announcement is made of the death of Mrs. John P. Sprague, president of the Midwest Section. Our members who attended the Chicago meeting of the Association in 1926 recall with pleasure Mrs. Sprague's gracious and friendly welcome to the strangers from the East. The members of the Association extend to Dr. Sprague their sincere and keen sympathy.

Dr. William G. Vinal, or Captain Bill, who during the past summer made so many camps happy by his visit, has transferred his home and himself and his work from the New York State College of Forestry in Syracuse to the Cleveland School of Education, Cleveland, Ohio. We all wish him a winter full of satisfaction and pleasure in his new home. The members of the Association must not fail to watch the *Nature Magazine*, in which will be a résumé of Captain Bill's recent trip "around through" many summer camps.

From the secretary of the Ohio Valley Hikers' Association was received a letter stating that their association has proposed to all hiking clubs and kindred organizations a plan to adopt and promote an annual national hiking week, starting with the second Monday of each October, when the charm of nature is greatest. This hiker's association is affiliated with the Outdoor Clubs of America to which the C. D. A. also belongs.

The Intercamp Day of the Upper Connecticut Valley Association of Girls' Camps was held this year at *Hanoum*. This year in place of having the leaders of the various activities gather for an interchange of ideas and addresses, the meeting was for representative girls from each camp who conducted conferences in various activities and phases of camp life. While the conferences were going on the visiting directors and counselors who were on hand were entertained at tea and later there was a campcraft supper in the *Hanoum* Birthday Grove, which was followed by a general sing.

Mr. and Mrs. Charles Farnsworth of *Camp Hanoum* will again spend the winter in Washington, to which city they expect to migrate about the first week in November.

Mrs. O. H. Paxson, the secretary of the Pennsylvania Section, is having a delightful trip abroad. She is planning to return in early December.

Mr. Louis Fleisher of *Camp Kennebec*, a member of the Pennsylvania Section and chairman of the Legal Committee, left for Europe after the closing of his camp. He is traveling through Russia, Poland, Czechoslovakia, Italy and France and plans to return to this country about the middle of December.

A most attractive envelope lined with very artistic paper has just been received at the national office. The card within bore the following announcement

### OUR NEW HOME

Though we aren't yet quite settled, we are making known to you  
That six hundred sixty-six, friend, right on West  
End Avenue  
Is our home where you'll be welcome ev'ry day  
throughout the year  
(You can't miss it — we are living at the Hotel  
Windmere);  
Come to see us; we shall greet you as we greet our  
very own —  
Ring up 0-3-4-6 Schuyler — that's the number of  
our phone.

MR. AND MRS. ARNOLD M. LEHMAN

What a very jolly and attractive way of announcing one's change of abode!

L. P. P.

## MORE CAMPS HEARD FROM AS TO THEIR EXPERIENCES IN 1927

(Continued from page 2)

It seems to be about the only opportunity a girl has these days of pitting her will against that of another to the finish. At home parents seldom let children actually "take their medicine." Parental love, understanding and natural desire to shield will keep a girl (or boy) from receiving "her just desserts" if parents can smooth things over for her.

At camp, in all other activities, it is quite similar. A counselor or director will not allow a foolhardy girl who capsize in a canoe she should never have taken out, suffer (or enjoy?) the full consequences of her disobedience. The reputation of the camp, the criticism of her parents, etc., etc., would never allow it even though, theoretically, all might admit that it should be done.

But, riding is quite another matter!

It is one of the finest courses in self-control offered!

To be "brushed off" from a horse (one can scarcely call it *thrown*) when one is too busy with foreign interests to remember that a horse has a will of its own and must be constantly guided, emphasizes personal responsibility more than any one or a dozen lectures or scoldings ever could. And for this lesson the shock at being thrown and perhaps a bruise or two are cheap payment. Riding horses are unbelievably careful of a thrown rider.

FELICITAS S. BISHOP, Director  
*Camp Idyle Wyld*  
Three Lakes, Wisconsin

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The summer brought me many delightful experiences, the usual trials and a few clearly defined lessons. I am absolutely confident that after all the thing that makes a camp worth while for anyone is an exceedingly high grade, well-chosen, thoroughly prepared, and harmonious staff of folks of contagious character. Equipment is fine, location important, program necessary, but character values come from records and it is impossible for any boy or any girl to catch character unless there is a live inoculation center. I am also confident that it is overeasy to overorganize, overprogramize, and overtheorize, and that after all the big contribution is a period of rational, unhurried, quiet living. If our camps can bring such an experience to large numbers of boys and girls they will justify themselves. I am more certain than ever that it is indeed a fine art to learn to live comfortably and happily with very simple things and very few wants other than those that you can meet by your own initiative and effort.

I believe we have just begun the camps.

F. H. CHELEY, Director  
*Camp Haiyaha* for Older Boys  
*Camp Chipeta* for Girls  
*Camp Sky-Hi* for Junior Boys  
Estes Park, Colo.

The season of 1927 was very wonderful at *Camp Meenahga*, Fish Creek, Wis. A splendid staff, fine group of girls, no mosquitoes, good weather and splendid cooperation and good spirit. I feel one must be more firm in prohibiting boxes of candy and food sent to the girls from loving parents and relatives.

FANNY W. MABLEY, Manager  
*Camp Meenahga*  
Fish Creek, Wis.



## OUR PRESIDENT

Our esteemed contemporary, the Boston *Herald*, in its issue of October 21, pays fitting tribute to the dinner tendered the president of the Camp Directors Association on his retirement from Y. M. C. A. activities. Mr. Gibson, as already mentioned in the last number of *Camping*, will occupy himself from now on with independent writing, lecturing, and serving camps in an advisory capacity.

The item in the *Herald*, in part, reads as follows:

More than one hundred and seventy-five friends of Mr. Henry W. Gibson, boys' secretary of the Y. M. C. A. state executive committee of Massachusetts and Rhode Island and director of Camp Becket for twenty-five years, attended the dinner in recognition of his sixtieth birthday and his retirement, which was held under the auspices of the state executive committee at the new Parker House, October 20.

National and state officials of the organization brought their congratulations and praised highly the valuable contributions of Mr. Gibson, who has been a secretary in Y. M. C. A. work for thirty-eight years. As a token of affection and in appreciation of what he has done, two sizeable checks were presented him, one from the boys of the camp and the other from the state executive committee and other friends.

Born in Lancaster, Pa., October 21, 1867, Mr. Gibson, now a resident of Belmont, began his career in Y. M. C. A. work as an assistant secretary at Harrisburg, Pa., in 1889. In 1891 he became general secretary at Lancaster, Pa. On September 1, 1903, he became state boys' secretary. He has been president of the national Camp Directors Association for the past two years.

Besides his work in camp and conferences, he has written many highly praised books, including: *Camp Management*, *Boyology*, *Services of Worship*, *Five Minutes a Day*, and *Monthly Library on Camping*. In 1926 he was given the honorary degree "Master of Humanics" from the International Y. M. C. A. College, Springfield.

Mr. Gibson's great achievement in boys' work, according to Mr. Robinson, was his interpreting boys to themselves and to their elders. Prof. Foster declared that Mr. Gibson had given to the world some very valuable books, which have set ideals for camping with Christian emphasis. Others recited his successes that have resulted from a life of hard work and study. Still others told how his work at Camp Becket has brought that place an international reputation.

THE SECRETARY  
C. D. A.

## YOUR ADDRESS

If you have changed your address be sure to let *Camping* know so it may follow and reach you each month.

## NEW YORK SECTION MEETING

(Continued from page 5)

curing me of any desire to duplicate that offense. Not by any word was the cure brought about, but by suspending the ball from the ceiling so it would be right above my head at all meals for a whole month. My point is that perfectly specific aspect of integrity was involved at that time.

My little boy was very happy one day when he told me he had discovered the secret of studying his spelling lesson. He explained that if he thought of each word individually, he was more successful than when he tried to think of the whole lesson. And so in training the character of these young people we want to think of the specific things that make up the whole, not the whole big question at once.

Where does this leave us then? In doing the best we can for the children who are under our care—and there is no more vital subject that comes to groups like you, who have the jurisdiction and responsibility of young people—it is tremendously important for us to get straight in our minds the fact that the many specific things that make up the whole must be treated separately. If there isn't any such thing as honesty as a whole but honesty in its respect to character, and in its respect to thousands of aspects of one kind or another; if future scientific work bears out the results that seem to be indicated, it is the most encouraging thing that can be found for the person who is trying to educate the young people morally. You can drive one specific thing until you get that instilled and then perhaps pass on to another.

I have had a good deal of experience with boys at Columbia and I have found that if a boy slips once it may be because he was under temptation or because he didn't think the thing through, to get even with the teacher, or for any one of forty reasons. If that is the case, the procedure is perfectly simple. It is a piece of constructive education to straighten that boy out if you tackle one thing at a time.

It seems to me that in the summer camp you see these boys and girls on sides that practically no one else sees. You have a chance to observe all kinds of things that are important in character building. If you make your discipline constructive rather than punitive; if you build up first one specific point and then another, you will get a relatively honest person and that means a new enthusiasm and intelligence in the boys and girls of your camps.

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